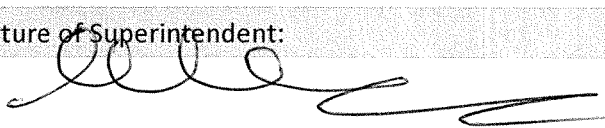
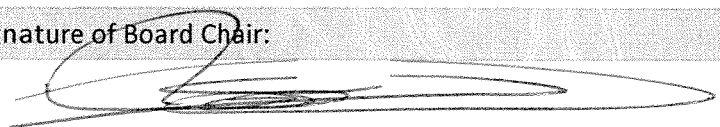




**Connecticut State Department of Education  
School Improvement Grant (SIG) 1003(g)  
Application Cover Page**

District (LEA):		
New Haven		
Contact Person:		Contact Title:
Imma Canelli		Deputy Superintendent
Telephone:	Fax Number:	Email Address:
203-691-2686	203-946-7107	Imma.canelli@new-haven.k12.ct.us
Street Address:		City: Zip Code:
54 Meadow Street		New Haven 06516
Name of Superintendent:		
Garth Harries		
Signature of Superintendent:		Date:
		4-10-14
Name of Board Chair:		
Dr. Carlos A. Torre		
Signature of Board Chair:		Date:
		4-10-14

**Directions:** Please identify in the chart below the eligible schools in your district for which you are submitting a SIG application, and identify the model selected for each school. ***LEAs pursuing the closure model need only complete this cover page the School Closure Application found on page 16.***

School Name:	Turnaround	Restart	Closure	Transformation
Microsociety Magnet School	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SIG Application Scoring Rubric

Overview:			Rating Key:
SIG applications will be evaluated using the criteria shown at right. Each section of the application, inclusive of Part I: LEA Strategy and Part II: School Plan, will be rated as 1 – Below Standard, 2 – Developing, 3 – Proficient, or 4 – Exemplary. Sections of the SIG application are weighted differently. Each section will be scored from 1 to 4 and multiplied by the factor indicated below. Plans can receive up to 100 possible points. SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.			<b>1 – Below Standard:</b> The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issues in concept and/or ability to meet the requirement in practice. Proposed strategies are not transformative in nature.
Sections and Points Available:			
Part I: LEA Strategy		Weighting	Points Available
1.	LEA Capacity and Organizational Structure	x3	12
2.	Conditions for Success	x3	12
3.	Accountability and Monitoring	x2	8
4.	Budget and Budget Narrative	x1	4
LEA Strategy Subtotal:			36
Part II: School Plan		Weighting	Points Available
1.	Needs Analysis (including Appendix G: Audit Tool)	x1	4
2.	Reform Model and Rationale	x3	12
3.	Overarching SMART Goals	x1	4
4.	Talent	x3	12
5.	Academics	x3	12
6.	Culture and Climate	x2	8
7.	Operations	x2	8
8.	Stakeholder Engagement	x1	4
9.	Implementation Timeline	x1	4
School Plan Subtotal:			68
Total Points Available:			104

## Section 1: LEA Capacity and Organizational Structure

*Describe the district's strategy, theory of change, or approach as pertaining to school turnaround. Ensure alignment to the District's Alliance District Plan*

One of NHPS's four key initiatives in the previous two years of the Alliance grant was its Portfolio of Schools approach to school management. NHPS believes that every student deserves a great school. As part of the school improvement process, New Haven places all of its schools into three tiers based on student achievement and growth and the quality of the learning environment. Annual evaluation of schools allows the district to track progress toward improvement goals and intervene when a school falls behind or heads in the wrong direction. The district operates out of the conviction that, if each school is organized and supported on its own unique path to success, it will be best positioned to support each student's academic achievement.

As part of our approach to establishing capacity and cohesiveness, we are collaborating with schools in the process of turnaround, by setting the model for improvement from which they will establish and align their practices. The NHPS has taken on a four-prong approach to ensuring that the district focuses on the following four areas as the model for schools to use in aligning their school turnaround initiative. This includes Talent, Academics, Culture and Climate. And Operations. MicroSociety School, which is changing its name to **West Rock Author's Academy** per state approval, is eligible for SIG funding and we have collaboratively selected the School Turnaround Model for the school. As evidence in their application, there is close alignment within each of these categories.

Talent:

The district is working to successfully implement educator evaluations through its TEVAL system, which is based on a set of measures of student growth and professional development. The criteria for TEVAL evaluation include a rating scale that is indicative of both overall performance and instructional practices within the CCSS. In terms of Human Resources, we are working to improve our talent development pipeline by encouraging early hiring. Additionally, the district is embedding a variety of professional learning opportunities through increasing the number of trained teacher facilitators and expanding career roles for teachers and leaders to retain and advance exemplary staff.

As part of the SIG plan, West Rock Author's Academy is developing a collaborative model to ensure greater improvement and growth in teaching practices that will lead to improved student achievement. The district will support the school by establishing a central office/school monitoring teams, as well as supporting school-based monitoring teams. West Rock Author's Academy is planning not to rehire more than 50% of the current staff and the new hiring process will begin by mid-May in the hopes that this early recruitment will provide for attracting the best in the field.

#### Academics:

The district has been implementing a comprehensive common core strategy by closely aligning curricula, instruction and assessment to Connecticut State Standards. We are improving our capacity to offer professional development and monitor implementation of best instructional practices by following the model recommended by Cambridge Education's Quality Review Program to provide a consistent structure for teacher and administrator feedback as it relates to practice and improving student performance. The NHPS curriculum for K-3 literacy is written with the pedagogical practices of Reading and Writing Workshop models. Mastery of skills is determined through quarterly required tasks and through the use of universal screening tools. There is a process for identifying lowest performing students and there is a comprehensive list of recommended interventions. The district provides highly trained literacy coaches with professional development and coaching skills that are designed to improve staff performance, as well as to assist in the monitoring of instruction and student achievement.

As part of the SIG plan, West Rock Author's Academy is focusing on ensuring full implementation and fidelity to the district core curriculum with a very strong emphasis on the readers and writers workshop model through their Authors Academy theme. In addition to the one literacy coach, the district will assist in selecting a second literacy coach at the school site to provide for greater support to both teachers and students as we look to refine intervention practices. Professional development will be targeted at improving academic performance of all students through the development of individual student success plans, close monitoring of curriculum and instructional planning and practices, and through the establishment of the school as a Professional Learning Community at which the dialogue is around staff performance, student achievement, and parental involvement; a professional team approach.

#### Climate and Culture:

The district is committed to providing a safe supportive environment for all students so that they develop the skills necessary to be successful in college, career and life. The district is designing and implementing a set of tools to establish a shared understanding of the district's wraparound definitions and domains. We are also expanding our community partnerships focused on increasing student attendance and achievement through strengthened parent engagement activities. The schools have PBIS training and are at various stages of implementation. We are establishing plans to include performance indicators and strategies for students.

As part of the SIG plan, West Rock Author's Academy is planning to strengthen their parental involvement initiatives by hiring a Family Resource Coordinator and by providing targeted training around establishing a welcoming parent/community environment, as well as establishing protocols for improving parent/teacher relationships. Part of this process will be the creation of an asset map that identifies wraparound services for students and families in need. West Rock Author's Academy is

planning to have a full-time School Culture and Climate Specialist, who will work closely with the Family Resource Coordinator to ensure improvement in attendance. The specialist will also provide professional development, modeling, coaching and monitoring of the PBIS model.

#### Operations:

The district's approach to managing operations is based on its Portfolio of Schools model through which schools develop their unique path to success with support and direction from the district. There are three initiatives related to the budget; revising the budgeting protocols, separation of the budget process from operations; and moving toward school-based budgeting system for financial management that ensures real cost savings and aligns resources to proven school improvement strategies. The district is also undergoing a major technology initiative to significantly upgrade its technology platform to primarily meet the requirements of new SBAC assessments.

As part of the SIG plan for West Rock Author's Academy, the school will undergo changes in the daily schedule, the calendar year and in grade level configurations. The school is adding a pre-school class and a fourth grade class. The teacher workday will increase by one hour allowing for additional planning and professional development opportunities. The daily schedule is redesigned so that students have daily opportunities to read, write, speak, listen, and participate in research and inquiry.

The district supports the establishment of SMART goals at the school site and has collaborated with the school to ensure that the goals are aligned to the district goals, as well as aligned to the specific needs of the school. West Rock Author's Academy has established the following SMART goals for improving academics.

Goal 1 – Academics/Operations: We will increase literacy achievement for all K-4 students, by 30% each academic year through 2017, as measured by the percentage of students DRA 2, SRI and SBAC.

Goal 2 - Culture and Climate/Stakeholder Engagement: Parent, Student and Staff satisfaction will increase by 30% each year through 2017, as measured by the NHPS School Learning Environment Survey and family attendance at school wide activities.

Goal 3 – Talent/Academics: The percentage of teachers demonstrating strong to exemplary ratings, as measured by the NHPS Teacher evaluation rubric will increase by 30% each year through 2017. 100% of the staff will demonstrate strong to exemplary instructional and classroom practices as measured by the NHPS Teacher Evaluation (TEVAL) rubric.

A copy of the District's Alliance Plan is in the appendix.

***Provide a clear overview of the LEA's capacity and staffing structure to support its lowest performing schools. Specially, describe the supports and technical assistance provided by the LEA to its low-performing schools.***

The Deputy Superintendent for Curriculum and Instruction facilitates the monitoring of instruction and learning at the lowest performing schools with the Director of Instruction assigned to the school. School teams present both student and staff performance data along with plans for improvement. Collaboratively, they review the performance indicators, as well as progress, while they develop plans for improvement. This process has been in place for the past six years and has been a successful model in supporting the lowest performing schools. There are three main components to the model; data-driven school management, district processes to support school success, and district processes to support student success. Each of these components is strategically designed to identify and support success.

#### Data-Driven School Management

- NHPS has instituted Central Office surveys and utilizes the results to determine data needs of the schools.
- The district monitors and supports school-level data practices to ensure that decision-making relates directly to improving outcomes for students.
- The district provides technical assistance to schools in the development and implementation of their School Improvement Plans. Each element of the plan must have at its core improving student achievement.
- NHPS conducts Portfolio Management meetings monthly. The focus of these meetings is reviewing school-level data to identify effective practices and policies as well as to identify areas in which a specific school requires additional assistance.

#### District Processes to Support School Success

- NHPS utilizes the school tiering process to drive school autonomy and accountability, including school turnaround decisions.
- NHPS provides intensive support to schools In Need of Improvement (Tier 3 schools).
- The district has strengthened articulation between and coordination of Pre-K programs.

#### District Processes to Support Student Success

- The Directors meet regularly to identify professional development needs in each building, based on student data and alignment with district goals. Directors are then responsible for ensuring that appropriate professional development is delivered in a timely and effective manner.
- The district conducts ten Director Reviews per year in each school to monitor practice and ensure that student learning is high quality and grounded in a rigorous, relevant, standards-based curriculum. Directors, along with invited Administrators and Supervisors, assess the quality of teaching and learning in every classroom. The Team analyzes the culture, climate, and student personal development as well as the leadership quality through observations, focus groups, and analysis of student achievement data. The intensive school review can encompass from 1-3 days,

depending on the size of the school. Oral feedback and a written comprehensive report are provided to the school leadership team.

***Describe the district's readiness and capacity to support school turnaround, identifying organizational strengths and weaknesses.***

District Strengths include:

NHPS has the readiness and the capacity to support school turnaround. Strengths over the past two years include:

- Significant progress on restructuring its hiring and talent development processes as evidence by its reorganizations of the Human Resource department to support recruitment and hiring of top talent. Twenty-five new leaders this past year came from the leadership pipeline. There was a 36% improvement in overall teacher effectiveness as measure by teacher evaluation (TEVAL).
- Significant curriculum revision was accomplished through greater alignment to Connecticut Common State Standards. The district is in the process of mapping out practices, standards, and assessments aligned to new state standard testing.
- Significant improvement in the implementation of SRBI, including a monitoring structure to include a district literacy intervention team with representation from regular education, special education and ELL teachers.
- Piloting and expanding the use of Universal Screening in K – 8 schools.
- Launching a District Wellness Plan that identifies priorities and develops objectives to create healthy learning environments
- Support underperforming schools by collaborating to develop new work rules that include extended learning time.

Challenges, needs and growth areas include:

- Increase the percentage of teachers rated using the TEVAL system so as to provide comprehensive data for the district's evaluations by increasing the previous goal of 89% rated to a goal of 95% for 2013 – 2014.
- Refine and revise the Principal Evaluation Model (PEVAL) and the Central Office Evaluation Model (CEVAL) to be at a level that provides meaningful data that will more effectively drive strategies to move administrators to higher levels of proficiency.
- Establish an infrastructure that more effectively supports and monitors students in need of wraparound services.
- Continue to revise assessments with greater technology integration.
- Ensure that all schools have a minimum of a 120 minute uninterrupted literacy block for Tier I instruction.
- Assess the impact of the current Tier II intervention model
- Review IEP's to ensure alignment to common core and grade level standards

***Identify external partners supporting turnaround efforts, if applicable:***

The primary partner in this initiative will be Columbia University for training and supporting the Readers' and Writers' Workshop Model. Another partner of support will be Southern Connecticut State University as we seek to recruit for future teachers, who want to serve as tutors and potentially apply for a position at the school, and for future social workers, who want to have school level experience.

**Section 2: Conditions for Success**

***Describe how schools will receive additional autonomy in exchange for increased accountability. Describe additional flexibilities in the areas of staffing, scheduling/calendaring, budgeting, and programming***

The principal is given autonomy in exchange for increased accountability. The principal will provide oversight to the teams at the school to ensure that all members are accountable through a comprehensive system of monitoring and supporting each aspect of the grant.

As part of the Turnaround model, the principal will present the new Turnaround Model with the new Work Rules to the staff and meet with individual staff members for consideration of staying at the school or transferring out of the school. Then, with a team, interviews will be held to select the best staff for the school, a staff that has great potential and/or expertise in the reading/writing processes.

The principal, with her team, will develop a schedule that includes targeted daily planning time, opportunities for daily professional development (modeling, coaching, sharing best practices, or personal growth), and a schedule that ensures a 120 minute uninterrupted Tier I (core) instruction. In addition, the new schedule will have a 30 minute intervention time block at which Tier II or Tier III interventions will be implemented. The entire staff will be involved in the intervention block. The school year for teachers will be extended for one week. Teachers will be required to attend a one-week session on Readers Workshop this summer. A one-week session will be planned for next summer also with a focus on strengthening, enriching and extending the Writers Workshop model. Staff will return to the school three days prior to the opening of school for planning and professional development.

The principal will oversee the school budget and will meet with the Deputy Superintendent on a quarterly basis to review the budget so as to ensure best use of funds and to ensure funds are targeted to meet the learning needs of the students and the staff, as well as to provide funding for parent involvement.



With the assistance of the new magnet coordinator (Author in Residence), the new librarian (Publisher in Residence), the Instructional Coach, the literacy coach and the math coach, the principal will facilitate the development of a comprehensive school-wide plan to transform itself into a publishing Author's Academy. With assistance from the new Safe School Climate and Culture Specialist and the new Parent Coordinator, the principal will develop a comprehensive school/community plan around social development and academic achievement.

***Explain how the district will modify its practices and policies, if necessary, to allow for full implementation of the interventions outlined in the school and/or district plans.***

The district has a strong history of supporting the full interventions outlined by any of the district schools involved with previous SIG initiatives. In the case of West Rock Author's Academy, which is eligible for SIG for the first time, the district will modify its practices and policies by providing support in establishing new job descriptions and roles. The district will also be modifying the teachers' contract by allowing for new work rules, inclusive of length of school day and school year, to be established and implemented at West Rock Author's Academy.

***Submit relevant labor-management documentation, such as memoranda of understanding, election to work agreements, and/or thin contracts. Please note that such documentation is required.***

The district supports the turnaround initiative for West Rock Author's Academy, one of the district's lowest performing schools, by approving of the school's Turnaround Work Rules, which is aligned with the district's guidelines for Turnaround Work Rules.

A copy of the Turnaround Rules is provided in the appendix.

### **Section 3: Accountability and Monitoring Strategy**

***Describe the district's systems, tools, and processes to monitor the fidelity of plan implementation, and leading and lagging performance indicators***

The Deputy Superintendent for Curriculum and Instruction, Imma Canelli; the Instructional Director for the school, Kim Johnsky; the principal, Rosalyn Bannon; and an Executive member of the New Haven Federation Teacher's Union agreed upon and selected the turnaround model as their systemic reform intervention model. As part of the Turnaround Model, each of these individuals will become a member of the Executive Instructional Leadership Team for West Rock Author's Academy (EILT). They are committed to ensuring that the school successfully completes all the requirements of the Turnaround School Model and will meet once a month to determine progress toward meeting the goals of the model. If indicated, they will develop refinement

and/or readjustment strategies. They will participate in school monitoring using the observational forms (Appendix E: Classroom Observation Note-Taking Template and the Classroom Observation Rubric as well as the Harvard Planning Template that all teachers will be required to utilize with “Look Fors.” outlined in the SIG packet.

In addition to the Executive Instructional Leadership Team for West Rock Author’s Academy, there will be a Site-based Instructional Leadership Team (SILT), who will be responsible for overseeing the daily implementation of the Turnaround Model.

Membership on this team will include the principal, the Instructional coach,, literacy coach, math coach, the new Author in Residence, the new Publisher in Residence, a teacher representing the union, and a special education teacher. They will establish guidelines and protocols for meeting all the components of the Turnaround Model. This team will meet once a week to determine progress toward meeting the goals of the model. They will participate in school walkthroughs.

Central Office Supervisors will participate in walkthroughs on a quarterly basis using the observational packet in the SIG grant application, as well as their individual department protocols and guidelines for monitoring fidelity and implementation of their curriculum.

***Explain how the district and school will use data to drive ongoing decision-making and create a culture of shared accountability for results***

The district has been implementing a data team model from central office, to school building-based, to grade level or subject area teams, as part of an on-going effort to create a culture of shared accountability for results. The district model will be enhanced by the establishment of the Executive Literacy Leadership Team and by providing additional observational protocols at the school site to ensure that there is shared accountability for results.

As West Rock Author’s Academy establishes itself as a Professional Learning Community, it will have a strong data-based decision-making model that is inclusive of creating the culture of shared accountability for results. Staff will be required to develop and monitor student portfolios to further inform instructional practice. Student and staff performance results will be shared with the Superintendent twice a year as part of the district’s protocols for sharing school progress. As previously outlined, the principal and leadership team will meet with the Executive Literacy Leadership Team to share school progress relative to student achievement, staff performance, and status of progress on the SIG initiatives, as well as to plan for any modifications or adjustments needed to achieving the goals of the SIG proposal. A record of all meetings will serve as evidence of progress and plans for improvement.

As the school site, the School Planning Management Team will oversee the progress of the SIG grant, as well as meet with all stakeholders, inclusive of parent groups, to ensure

that all members of the greater West Rock Author's Academy community are collaborating on meeting the goals of the SIG proposal.

***Identify annual performance goals (subject to CSDE approval) for the school by completing Appendix A: NHPS KEY INDICATORS OF ACADEMIC SUCCESS***

#### **Section 4: Budget and Budget Narrative**

***Describe the major expenditures associated with the SIG application. Justify each cost with the likely return on investment and impact on student achievement***

West Rock Authors Academy is requesting three co-teachers as an expenditure that will be an investment that has direct impact on student achievement. As part of the literacy initiative at the early grades, a beginning teacher will be assigned as a co-teacher in the primary grades. This will provide for greater individual support to students. The second benefit is that new teachers will be provided with modeling and coaching as they gain expertise. Upon a successful TEVAL rating, the co-teacher will have an opportunity to remain in the model for another year, be hired for any openings in the school or district if none are available at the school. This is also an investment in "growing-your-own" best teachers for the district.

West Rock Authors Academy is requesting a School Climate and Culture Specialist, whose role will have an impact on student achievement. A positive environment helps to create the optimal conditions for learning. This individual will be responsible for helping to create a positive behavioral model through training and monitoring of the PBIS model at the school.

West Rock Author's Academy is requesting a Family Resource Coordinator, whose role will have an impact on improving student achievement. The Coordinator will develop a model that encourages parents to take an active role in supporting their child's education. There is a direct correlation between positive home/school relationships and increased student achievement; therefore we believe this will be a good investment.

West Rock Authors Academy is requesting a certified Reading Specialist, whose role will be to establish a reading lab, provide additional diagnostic testing, assist in overseeing the implementation of an effective SRBI model, provide support to Tier III students, and to provide training and coaching in effective intervention strategies for staff.

West Rock Authors Academy is requesting funds be used for creating the publishing program through a partnership with Tyco. They are also requesting leveled text for the new reading lab, and additional print materials and books for each classroom to ensure a wide variety of genre and non-fiction selections around the district's social studies and science content curriculum.

***Provide evidence that the district is thinking proactively about how to sustain reform activities, including by braiding together multiple funding streams***

It is our expectation that, with the infusion of funding for three years particularly to support curriculum, culture and technology upgrades, the school will increase its attractiveness to parents from outside New Haven, allowing us to maximize money available to us from the state magnet school fund. The school will also explore development opportunities available from potential school partners including Columbia Teachers College and local universities to support increases in school expenditures. We expect to have identified at least two contributing partners by the end of the 2015 school year, who will commit to funding specific aspects of the program.

***Ensure that the low-performing school will continue to receive all State and local funds it would receive in the absence of SIG, and that those resources are aligned to the SIG reform plan***

The Deputy Superintendent for Curriculum and Instruction, Imma Canelli, will be responsible for overseeing the entire SIG project. She will work with the principal of the school, the Director of Instruction for West Rock Author's Academy, the Magnet Office and the Central Office Special Funds Budget Office and the LEA general funds department, to ensure appropriate allocation of resources and funds to effectively support the implementation of initiatives designed to improve our lowest performing schools.

Imma has demonstrated excellence in overseeing grants, ensuring that there is no supplanting of funds, and works to coordinate and monitor programs at each of the SIG schools to ensure that all state and local funds that would be received in the absence of SIG, continue to receive those resources and ensure all resources are aligned to the SIG reform plan. As part of the Executive Leadership Instructional Team she will meet with key representatives from central office, the school and the union to monitor and support all aspects of the SIG plan (inclusive of budgets) for West Rock Author's Academy.

***Complete Appendix B, submitting a three-year SIG budget proposal***

## **Part II: School Plan**

### **Section I: Needs Analysis**

***Summarize the school's greatest strengths as identified through the audit process.***

Through an analysis of the School Turnaround Rubric/Audit Tool, the following strengths were identified. Within the area of Talent, professional development and leadership effectiveness were perceived as proficient indicating there is strength in these areas. The district has a comprehensive professional development model through job-embedded professional development and the staff participates in the model. The school has undergone many changes in leadership (4 new principals within a 7 year period) and the staff feels confident that the new leader provides a focus and direction for the school.

Within the area of Academics, curriculum and instruction, there is awareness that new NHPS Language Arts and SRBI Curriculum is aligned to common core standards, contains core instructional and intervention strategies, and includes performance tasks aligned to the state's next generation assessments. This year, there has been workshops, both at the district level and within the school, that provide staff with a overview of the components of the curriculum along with strategies around how to best plan for instruction. A major strength is noted in the kindergarten, where teachers, with added support from the literacy coach, have been implementing the new curriculum with fidelity. The results are impressive; 77% of students at Basic in the fall and 36% in Basic on the winter DRA 2 assessment. This improvement is a promising practice indicating that with intentional focused attention student performance will improve.

Within the area of Climate and Culture, school environment was the only indicator to receive a proficient rating. Student hallway displays consist of the PBIS initiative. Classrooms also display student work and are considered to be attractive and appropriate. The building is kept clean and neat. This fall, 70% of parents attended parent conferences. Within the area of Operation, financial management was perceived as the strength area with a rating of proficient. The staff believes that the school and district have aligned expenditures and funds more closely to school needs.

Although no areas received an exemplary rating, the mentioned categories were perceived as being in the proficient range and that with a strengthened focus and greater commitment to improvement in each of the four categories, we have the potential to move proficient to exemplary.

**Summary and root cause analysis for the schools' most significant growth areas as identified in the audit.**

Each of the categories had most indicators rated as developing or below standard. Within the area of Talent, instructional practice, evaluation and professional growth, as well as recruitment and retention received developing ratings. Although this indicates that the staff is developing, the reality is that the majority of staff received “needs improvement” or “developing” as their scores on the instructional practice and planning components of the district’s teacher evaluation model (TEVAL).

The possible root causes for the rating include the following: Staff continues to operate in a status quo manner and does not effectively implement instructional and/or intervention practices identified through district and on-site professional development; Most teachers do not take responsibility for their performance; Teachers are not provided with individualized professional development based on either their needs or the needs of their students; The principal “inherited” the staff and was not able to recruit new staff

Academics are our most significant growth area. Staff rate academic rigor, student engagement and support for special populations as below standard, with differentiating and checking for understanding as developing. Student test scores attest to the low ratings in this category. Following DRA 2 assessments, 36% percent of third graders were proficient in 2011 and only 5% of third graders achieved proficiency in 2013. Almost 70% of current third graders fall into Tier II and Tier III intervention status. Twenty four percent of current second grade students have been identified as having special needs. A review of special education files indicates academic goals not necessarily aligned to meeting grade level standards and there is often a lack of appropriate social goals and behavior plans. Fifty percent of the students in special education scored Basic on the 2013 CMT. Currently, the majority of students with special needs are making unsatisfactory progress toward meeting their academic and social goals.

The possible root causes for Academics include the following: There is a culture of low expectations for the students, especially students with special needs; Lack of a focused vision on improving student performance; Students are disengaged as lessons are not challenging or rigorous; Teachers lack skill and/or are unwilling to embrace new strategies; Use of data is limited; Supports are insufficient to meet individual teacher learning needs.

Culture and Climate also contains categories that fall within a need for growth agenda. Student attendance is one of the components that received a below standard rating. The percentage of students with chronic absenteeism is at an all time high; 16.1%. And, our overall attendance rate is at least three points below the district average of 94%. The suspension rate in 2013 increased to 28%, which represents a 15% increase since 2011. Both interpersonal interactions and family/community engagement were rated as developing. The administration has noted poor interpersonal interactions between teachers and students on a regular basis. Some students have reported that they feel “bullied” by their teachers. As

evidenced by walkthroughs and review of lesson plans, the PBIS model is not being implemented with fidelity.

Although family and community engagement are ranked as developing, most staff and parent interactions are limited to arrival and dismissal times. The environment is not welcoming for parents and generally do not come to the school unless invited. There is little evidence of parent volunteers. Parents wait to be invited to the school. Most home calls revolve around student behavior problems. There are limited opportunities for parent involvement.

With the area of climate and culture, the following possible root causes include: Lack of respect and appreciation for differences in cultures, as well as family and student needs; Lack of a culture that supports positive behaviors. Staff fails to take ownership for improving student behaviors; Transportation or child care may be an issue for some parents; Past personal experience with school has been negative.

Operations received mostly ratings in the developing category. With respect to adequate instructional time, the primary areas of growth includes a need for improving the schedule to increase instructional time, collaboration time for planning, and the need for greater opportunities for whole school and individualized professional development. For example, within the area of instruction, the ELA block is 90 minutes and there is only one 40 minute period weekly for collaborative planning. As evidenced by TEVAL, many staff members struggle with facilitating smooth routines and transitions also leading to less instructional time.

Within the area of operations, the needs analysis and root causes include the following: Ineffective current daily instructional schedule and ineffective collaborative planning and professional development time schedule. There is a need for additional funding to realize successful growth for staff, students, and families.

Overall, the findings from our audit were consistent with the analysis of Micro/Society by Cambridge. A copy of the Cambridge Report is in the appendix.

## ***Appendix G: is included***

### **Section 2: Reform Model and Rationale**

#### **X Turnaround**

Based on the needs assessment, we conclude that most of the current staff has low expectations for student achievement and feels that the CCSS is unattainable for our students due to their socio-economic status and lack of prior experience. Despite professional development on how to promote high expectations for students, the staff continues to conduct daily practices as status quo. As evidenced by one grade level, 95% of students were reading below standard, which was an increase from the beginning of the school year. Teacher satisfaction is at an all-time

low at 66.5 % according to the NHPS School Environment Survey and student satisfaction is low as well at 62.7%. Both figures represent double digit decreases over the last three years. The school's suspension rate has increased over the past three years from .18% in 2012 to .28% in 2013. Therefore, with input from staff, central office, and parents, the following critical needs become apparent as key components for recommending the Turnaround reform model as they best align with our needs.

- The most significant requirement of a Turnaround Model that meets our need is the condition for rehiring no more than 50% of the current staff. As indicated in the audit, we have a fairly complacent that demonstrates low expectations for students and self. This requirement will enable us to screen existing staff to determine which staff members have the potential to work in our new turnaround environment (as evidenced by our new work rules which are included in the appendix).
- Although the Turnaround Model recommends that the principal be replaced, the reality is that the staff highly respects the current principal, who has only been in the position for one year and rates her as proficient on the needs assessment. They have had four different principals in the last seven years and would like to bring about some consistency. Rosalyn Bannon has demonstrated the capability and commitment to successfully implement a comprehensive approach to school reform.
- The principal will be given sufficient operational flexibility, unclosing the authority determine staffing, calendars and time, and the budget. This is significant as the audit identified the need to recruit the best staff, increase instructional time, increase professional development and planning times, and ensure all funding is allocated to meet student and staff needs. This requirement of a Turnaround model is important and will help us achieve our goals by greater autonomy around significant decisions.
- As required by the guidelines for Turnaround there is a need for on-going, high-quality professional development that is aligned to the school's comprehensive instructional program. All staff will receive training in the Readers and Writers Workshop model and will be provided with additional modeling and coaching to ensure effective implementation of instruction.
- There is a need to adopt a new governance structure. This past year we implemented the Comer Model to oversee and monitor student and staff progress. Staff received initial training in the School Planning and Management Team components. We will also be establishing a Student Staff Support Team (SSST) subcommittee to oversee academic and social needs for students. The requirements will help us further develop our new



governance structure through additional professional development around the model, as well as providing a system for reviewing progress in all areas.

- The requirement for using data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to another will help us better hone in on student and instructional needs. We currently have a basic model for Data Teams. Through this requirement we will be working toward developing a more comprehensive, effective model.
- Data Teams will promote the continuous use of data to inform instruction by analyzing formative, interim and summative assessments, as well as analyzing student work (projects, research, writing portfolios, etc.) so that decisions for instruction and intervention are based on multiple measures.
- Establish new schedules to increase learning and planning opportunities enables us to set up new work rules that mandate both a longer day and school year for teachers that allows for collaborative planning and additional professional development opportunities. The need to increase instructional time to provide for a model that extends the literacy block and includes an intervention block should help to re-organize the school day to provide greater opportunities to meet student learning needs. As indicated in the audit, increasing teaching and learning time is a significant growth area.
- As indicated in the growth areas section of this grant, there is a need to provide appropriate social-emotional and community oriented services. Through this requirement we will hone in on greater implementation of our PBIS model, which is a positive reinforcement model for improving student behavior. It also provides the impetus to establish a strong parent relationship and support model.

The proposed Turnaround Model, once fully established, will assist in creating an environment where every staff members know the needs, interests, aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. We believe that this new model will meet the talent, academic, climate and culture and operational components of SIG.

***Explain why the other three models are not feasible or likely to generate the desired level of impact***

- Transformation would not allow for a change in staff – a change that is imminently critical to moving the staff forward. As indicated in the needs, the perception of the staff is that they are doing fine, that they are working hard. But, the reality is that status quo is what's in place and in order to

change it, there is a need to hire the best staff, a staff that will be dedicated to moving forward as an Authors' Academy.

- Restart would require an external partner to take greater control of the school. We will be providing additional internal supports (administrative coach) at the school site to assist the principal in leading the school. We are also establishing a new team including the Deputy Superintendent, the Director of Instruction, an executive teachers' union representative, and the principal which will meet monthly to monitor progress in meeting all components of the SIG grant. We believe that through this model, we will strengthen collaboration and support and thereby demonstrate a renewed capacity to ensure successful implementation of the SIG grant.
- Closure is not an option. The school is in the process of transforming from a PreK-8 model to PreK-4 and has increased the capacity to create a professional learning community going from an organizational structure from one class per grade to the phasing in of two or more classes at each grade level. Based on enrollment, which will be increasing as we add the grades, there is no reason for closing the school.

### **Section 3: Overarching SMART Goals.**

Goal 1 – Academics/Operations: We will increase literacy achievement for all K-4 students, by 30 % each academic year through 2017, as measured by the percentage of students DRA 2, SRI and SBAC. This will be accomplished by increasing the fidelity to and training for the Readers and Writers Workshop model increasing the length of instructional time and the implementation of a school wide 30-minute intervention/enrichment block. The development and implementation of protocols for analyzing data and student portfolios will play a major role in reaching this goal.

Goal 2 - Culture and Climate/Stakeholder Engagement: Parent, Student and Staff satisfaction will increase by 30% each year through 2017, as measured by the NHPS School Learning Environment Survey, family attendance at school wide activities will be 65% , and student attendance will be at a minimum of 96% each year. to greater than 96% each year.

Goal 3 – Talent/Academics: There percentage of teachers demonstrating strong to exemplary ratings, as measured by the NHPS Teacher evaluation rubric will increase by 30% each year through 2017, as measured by the NHPS teacher evaluation model (TEVAL). This will be accomplished by staff developing a common understanding of best practices based on TEVAL rubric, implementing strategies from professional development with the district and Columbia University, as well as being committed to the new work rules for Micro/Society.

### **Section 4: Talent**

***How the district and school will cultivate a professional learning environment to attract, support, develop and retain high-quality teachers.***

The Deputy Superintendent for Curriculum and Instruction, and the central office Instructional Director assigned to Micro-Society Magnet School will work closely with the principal and the leadership team to establish a rigorous interview process to ensure that the selected staff understands and is committed to the vision and goals of the new model. They are committed to establishing a Professional Learning Community at MicroSociety; one that is supportive of teachers, provides them with opportunities to develop and enhance their craft, uses data effectively to inform instructional decisions, and collaborates with parents and partners to create an exceptional learning environment. The first step will be to complete the process of re-staffing through an opt in/out hiring process. The principal and the union president presented the Turnaround selection to the staff and reviewed the new work rules that will be in place at the school. Staff was asked to review the new rules to determine if they wanted to work within the new Turnaround School model. The principal is in the process of discussing options with staff. The new work rules are listed in the appendix.

***ATTRACT:*** We will promote our Authors Academy focus in an attempt to attract teachers interested in making reading and writing the centerpiece of our work. We will highlight our Professional Learning Communities model. Professional development opportunities will enable staff to participate in workshops at Columbia Teachers College. There will be incentives for promoting literacy and learning (such as stipends for facilitating workshops, book clubs, student clubs, parent workshops). There will be a stipend for excellent teachers to become coaches for other teachers in the building. As part of a plan to attract new teachers, we will be offering two co-teachers positions in which new teachers will be paired with teachers with expertise in reading and writing. The master teacher on the team will receive a stipend.

***SUPPORT:*** All teachers will be provided with a high level of support from the instructional leadership team. Each teacher will be paired with another teacher so as to establish collaborative teams within the school. An additional literacy coach will be assigned to the school so that there will be more opportunities for job-embedded professional development and support. Currently, there is one coach for kindergarten through grade four. The new model will provide for one coach for pre-k through grade 1 and one for grades 2 – 4. The newly created Author in Residence and Publisher in Residence will provide direct support to all teachers in the reading/writing connections by collaborating and teaming on student projects that will inherent in an Authors Academy. Each teacher will have an opportunity meet with their grade level team on a weekly basis and will be able to meet in vertical teams once a month. The school schedule will be designed to ensure daily and protected time for teachers to collaborate with their assigned partner.

***DEVELOP:*** Strong and exemplary teachers will be provided with opportunities to develop their talent and expertise through opportunities provided within the school and throughout the district. At the school level, exemplary teachers will serve as

Teacher Leaders and/or Grade Level Leaders to support the school and ensure student success. The Teacher Leaders will work alongside the instructional coaches on how to effectively support and lead teams during grade level meetings, focus on what most directly impacts student learning and achievement and how to analyze student data to improve classroom practice. They will participate in school walkthroughs to assist in identifying best instructional practices. At the district level, exemplary teachers are provided with growth opportunities to become Curriculum Facilitators, Teacher Facilitators and Super Tutors through the Talent Council. In these roles, teachers are provided with on-going professional development and training on how to more effectively improve their practice, extend their knowledge base and engage in reflective teaching practices.

**RETAIN:** New teachers will be teamed with veteran teachers as part of a mentoring support model. They will schedule visits into each other's classrooms to observe and coach. To that end, we will provide coaching and team support training. As indicated in marketing for recruitment, we will provide incentives and other opportunities for growth and development, a co-teacher model designed to retain new teachers, and the establishment of a Professional Learning Communities model as our approach to retaining staff.

As part of our plan for retaining the best teachers, we will cultivate a professional learning environment by offering many opportunities for personal growth. The district offers a Teacher Incentive Fund to support leadership development of teachers and administrators. Participants will be able to apply for school-based, pre-established positions, or submit a proposal of their own design. Stipends for such positions are provided. There is also a Future Leaders, Emergent Leaders and High Performing Leaders opportunity. We are asking for an intern from this program to serve at the school in an attempt to provide greater support and assistance to the administrator and the staff. Through building capacity from within our existing talent pool we will be able to take our school to higher levels of success and create a growth mindset that permeates throughout the school.

We believe that such a climate will provide the setting for retaining the best staff. Job embedded professional growth opportunities will lead to increased teacher satisfaction and build the inherent desire to remain on staff at our school. Personal satisfaction will be gained from facilitating the academic growth and social emotional success of our students.

***Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs.***

Based on the results and analysis of the audit, the building principal, the Deputy Superintendent, the Director of Instruction, and the Teachers' Union President met to discuss staffing as it relates to student and programmatic needs. They have agreed to give the principal autonomy in selecting the best staff for

meeting student and programmatic needs. With respect to the new authors focus, the administrator is seeking individuals who have expertise in reading and writing and can provide the best instruction for meeting individual student needs at the school.

With the establishment of the Executive Literacy Leadership Team, which is a partnership between central office, the union and the principal, data and progress will be reviewed on a monthly basis to determine staffing, student and programmatic needs. The priority will be to support the school in whatever it takes to make the Turnaround model a success.

***Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.***

As part of the TEVAL process, during the goal setting conference, each staff member will complete a professional development needs assessment survey. Based on this information, the Instructional Leadership Team will develop a professional development plan based on the needs of the staff. The Instructional Leadership Team will conduct a minimum of 1 weekly walkthrough with feedback and the Instructional Managers will conduct bi-monthly formal observations. In addition, the staff will be evaluated on their ability and willingness to adhere to the new work rules. A major component of each teacher's professional portfolio will be contingent upon the teacher's ability to speak to their individual and collective data for their classroom and justify the instructional strategies and behavior techniques they have implemented for the success of all students. Teachers will align their professional goals with student outcomes and family involvement. The increased flexibility of scheduled through new work rules will provide additional time to meet with Instructional Managers and coaches more closely monitor instructional practice with supportive feedback. These mechanisms will assist in informing professional development offerings and staffing decisions.

***Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.***

As part of the Turnaround Model, the principal should be replaced. However, Rosalyn Bannon, the principal, has only been in the position for one year. She was placed as this school as she has demonstrated excellence in the district as an outstanding teacher, whose students' academic achievement soared, as a highly effective literacy coach, and an assistant principal at Ross/Woodward, where she received exemplary PEVAL ratings. She also helped to lead that underperforming school academic success. As an exemplary leader she was promoted to Micro/Society last year. She has demonstrated a commitment to the school and the district and we are confident that she has the skills and competencies needed to transform Micro-Society Magnet School into a high functioning school, as well as

having the ability to successful in administer, implement, and sustain the Turnaround Model.

***Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe on-going supports and coaching opportunities for school leadership.***

The New Haven Public School's Principal and AP Evaluation and Development Process (PEVAL) provides a rubric for leadership competencies including vision leadership, culture leadership, instructional leadership, people leadership and organizational management. Principals are evaluated three times a year with monthly walkthroughs as the school to determine growth and progress. Based on on-going monitoring and rating on PEVAL the principal will be provided with additional on-going supports if indicated. The central office goal is to ensure success for this leader. The principal will also be evaluated on effective implementation of the SIG grant.

Principals receive on-going support from the Director of Instruction assigned to the school. We are seeking to have an administrative coach assigned to the school to provide more direct guidance and support to the principal. This individual will collaborate on the evaluation of the principal, as well as collaborate with the district's leadership initiative to assist in grooming future leaders. A copy of the PEVAL is in the appendix.

## **Section 5: Academics**

***Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Common Core Standards and transition to next-generation assessments.***

Collaborative teams, consisting of the Reading Supervisor literacy coaches and exemplary classroom teachers, revised the district curriculum to ensure alignment with common core state standards. The new NHPS Literacy Curriculum supports a balanced literacy classroom and allows students to engage in learning that is based on the construction of ideas, building meaning from text and engaging students in shared inquiry. The NHPS academic program for literacy includes the following: the gradual release of responsibility model, independent reading, small group instruction, the Reading and Writing Workshop model, vocabulary development, spelling/phonics instruction, use of performance tasks and on-going assessment and evaluation of students. As we transition into the next-generation assessments, the NHPS curriculum provides for instructional strategies and opportunities related to the four claims of the new state assessment; reading, writing, speaking, listening, research and inquiry. Additionally, there are performance tasks embedded in the curriculum that provide opportunities for students to demonstrate knowledge and application of the standards. The staff will be supported in implementing the curriculum with fidelity.

The new school will be called the West Rock Authors' Academy. As indicated in the work rules, As indicated in the Turnaround Work Rules, our vision for our academic program and instructional philosophy has a "no excuses" platform with a mission ensuring that all students are provided with a school experience that is embedded in promoting college and career readiness. To accomplish this, the school community commits to doing "whatever it takes" to ensure that students receive a rigorous education in a warm and respectful learning environment.

The school environment and culture will revolve around making the school a publishing center, where student and staff writing will be highlighted and shared. Classrooms will have extensive collections of fiction and non-fiction text based primarily upon genre, social studies, and science content as recommended in the curriculum for these disciplines. Each grade level will select several authors and themes to highlight during the year. Students will participate in a variety of experiences including author visits, trips to publishing houses, and to area attractions that will be motivating and encourage additional reading and writing.

Teachers will receive training in Reading and Writing Workshop Model through both internal and external experts in the field with Columbia University as its primary partner. Literacy coaches and expert teachers will become part of a team for modeling and coaching other teachers to improve their skills in reading and writing. To note, this summer the team will receive training in Readers' Workshop followed by training in the Writers Workshop the following summer. There will be on-site training and support during the year from Columbia.

During the Reading Workshop, students will engage, daily, in independent reading time that provides independent practice. The basic components include the following: mini-lessons, time to read, conferring, responding to reading, sharing and reflection. The basic components of the Writing Workshop include: mini-lessons, time to write, conferring, revising, editing, sharing, reflecting and publishing. Students examine author's craft in terms of choices a writer makes to create an effect on an audience. Reading and Writing workshop both lead students to meaning making and independence.

Staff will be trained to effectively implement Tier I, Tier II and Tier III interventions. We also realize the need to put our best staff with our most needy students. To that end, we will be revising the Tier II intervention model so that that the classroom teacher takes on a more significant role in providing the intervention. We also are proposing a certified reading consultant be hired to provide Tier III instruction in a newly designed reading lab. Internal and university tutors will be trained in effective support strategies.

We are also very cognizant of the fact that a majority of our students are in Tier II interventions. The greatest caseloads of Tier II students will be in grades two and four next year. To that end, we are requesting two new teachers who will be

assigned as co-teachers; one for second grade and one for fourth grade. We are also requesting a third co-teacher for grade 1 to ensure that the gains made in kindergarten continue for this group of students. This will be a strategic attempt to provide students with greater individual attention and support in learning to read at these levels, as well as provide coaching and support to beginning teachers. In addition, we have approximately 24% of next year's third graders identified as having special needs. To that end, we are requesting a team-teaching model comprised of an excellent classroom teacher and an excellent special education teacher. With the increase in numbers of students needing Tier III interventions, we are recommending a Reading Lab Model to include a highly effective, certified reading teacher, who can provide more in-depth diagnostics, oversee the SRBI process, and provide professional development around best intervention practices for teachers. The vision is to create an exemplary school where teachers open their doors to other educators to showcase their model classrooms.

The staff will participate in collaborative planning meetings on a daily basis to ensure meeting the needs of the curriculum, planning for best instructional strategies designed to meet individual student learning needs, and for reflection and sharing of best practices. Data teams will meet on a weekly basis to review student work and progress, as well as to develop strategic differentiation and targeted interventions. This approach should yield better results for students.

***Describe the school's early literacy strategy including targeted interventions.***

The school's current early literacy strategy including targeted interventions include: Small Group Phonics Instruction (Foundations) for Kindergarten ; MoRRI Tutorial Support for Grade 1; Leveled Literacy Intervention for Grades 2-4; Lexia Program. We are currently in the process of reviewing data on the impact of each of these models and are determined to re-focus our energies and efforts to ensure all students will be reading on grade level. We currently have too many students in Tier II and Tier III and need to dramatically change our staff and process for targeted intervention supports. To that end, we are planning the following early literacy strategy with the following interventions for 2014 – 2018.

- Establish a 120 minute literacy block for Tier I instruction
- Establish an additional 30 minute intervention block in which all staff and tutors will participate in providing more individualized instructional support
- Establish a Reading Lab facilitated by a Reading Specialist for students in need of Tier III interventions. This individual will monitor the implementation and on-going progress of the students within the RTI intervention model
- MoRRI Tutorial Support for students in need of Tier II Interventions
- Small Group Phonics Instruction (Foundations)
- Literacy Tutors to support students in need of small group instruction in reading fluency, comprehension, word study, and writing



- Leveled Literacy Intervention Model for Grades 2-4
- Lexia Program

Our goal is to infuse literacy throughout the school day so that students have multiple daily opportunities to practice and refine reading and writing skills, as well as have daily practice in speaking and listening skill development. They will be provided with weekly opportunities to conduct research, write and publish. With a concerted effort to keep student achievement at the center of our work, we are confident that through our new focus we will realize improved student performance.

***Describe how the staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the needs of all students.***

Currently, the staff participates in weekly grade level meetings and monthly RTI/SRBI meetings to discuss students' strengths and weaknesses and ways to provide remedial support to meet the needs of their students. However, the staff has limited knowledge and training on how to use the collaborative planning time efficiently and how to effectively analyze student data to inform lesson plans and differentiate instruction. As a result, there is limited documentation of student progress through the intervention model as well as limited student growth in the interventions provided.

In order to improve the staff's use of student data to better inform lesson planning, differentiated instruction and how to provide remedial support to meet the needs of all students, the following collaborative planning structures will be put into effect for staff:

- Establish norms and meeting protocols for all collaborative planning sessions to ensure that the use of time is focused on student data, improvement instructional practice and the school's vision/mission
- Plan for Weekly RTI/SRBI meetings to monitor and plan for the remedial/enrichment support to meet the needs of all students
- Create student portfolio protocol
- Meeting after each district assessment period has concluded and/or during TEVAL conferences on student portfolios and classroom data binder that include initial goal setting, mid-year conferences and end of the year conferences
- Utilize an effective monitoring and/or assessment tool to ensure the fidelity and implementation of the interventions/strategies put into place for students

In order to ensure that parents are informed of current student progress, teachers will be responsible for presenting updated parent contact logs during TEVAL conferences.

***Describe on-going professional development opportunities to build staff capacity around the collection, analysis and use of data to drive and deliver differentiated instruction.***

We will build staff capacity around the collection, analysis and use of data to drive and deliver differentiated instruction. Our model will include a Teacher Centered Data Team approach. We will continue on our journey to improve our data teams by practicing more collaboration and shared practices. We will hire external consultants to provide training in best practices around what teachers need to do in teams around professional learning and collaboration. There will be on-going professional development embedded in teachers' contexts and focused on the content to be taught. Teachers will share, refine and assess the impact of lessons and strategies continuously to help increase numbers of students learning at higher levels. The Author in Residence and the Instructional Coach will receive additional coaching support to be able to then in turn, coach teachers in best methods for collecting, analyzing and using data to inform planning and instruction. They will assist teachers in developing lessons, as well as monitor interventions to ensure targeted instruction yielding improved student performance.

***Section 6: Culture and Climate Describe the school's behavior management system and strategies to shape a positive school culture.***

In order to shape a positive school culture, the school has undergone its first year of implementation of the Positive Behavior Interventions and Supports (PBIS) approach. In Year I, the school established a PBIS Team that has planned for the initial stage of implementation at the school. The PBIS Team has been provided with training on the systematic approach through SERC. Through the model, schools develop a positive learning environment that supports the vision of the school, high quality teaching and family engagement. The positive behavior management system includes a school-wide systematic approach to behavior whereby all students, staff, teachers and parents have a common understanding of the acceptable behaviors and expectations of the school.

After one year of training there are some signs that the program is promising. Rules are now posted in each classroom and some teachers are beginning to use more positive praise for student behavior. However, the program is not being implemented with fidelity. Next year, the first 15 minutes of the school day will focus on positive behaviors in an attempt to set the tone for the rest of the day. We will seek to hire a School Culture and Climate Specialist who will be providing additional training in the PBIS model, monitoring its implementation closely, and working toward changing the environment. The specialist will be a member of the SPMT and the SSST teams. This individual will work closely with staff to implement the core PBIS program, which provides for a systematic approach includes: a school wide behavior matrix, common lesson plans for all school expectations, a school - wide positive behavior reward system (HEART Code of Pride) and system for addressing student behaviors. The specialist will also collaborate with staff to develop differentiated instructional strategies to use within Tier I instruction,

develop Tier II interventions and develop Tier III interventions. Staff will review procedures outlined in the PBIS manual and will include strategies for improving classroom climate in their lesson plans. Professional development through workshops and coaching will be planned on a regular basis (weekly or daily depending on teacher and student needs). The School Culture and Climate Specialist will provide guidance and support to at-risk students through the PBIS model. A greater focus will also be placed on student leadership through establishing a student council and giving the fourth grade students opportunities to assist younger students as part of the plan to improve school climate and culture.

Just as there are concerns over the current Tier I, Tier II, and Tier III model, for academics, we have concerns over the Tiered model for social behavior. The School Culture and Climate Specialist will collaborate with the principal and teachers to develop differentiation strategies for Tier I instruction in PBIS, alternative strategies for Tier II and a plan for Tier III interventions. Additionally, we will be seeking college students from SCSU, who are enrolled in the social work studies program, to provide support students under the tutelage of the Safe School Culture and Climate Specialist. A job description for the School Culture and Climate Specialist is in the appendix.

***Explain how the school will promote strong family and community connections to support academic achievement.***

The research clearly indicates that parental support is critical to student achievement. We are proposing to hire a Family Resource Coordinator who will assist in providing needed support for any of our students from pre-school through grade four. This person will assist families in gaining access to the early intervention services for their eligible children and other resources that can assist the child's family with developmental concerns, delays or disabilities to ensure a positive start for their child's education. The Coordinator will be instrumental in promoting family school connections in the areas of attendance, social and emotional needs, and academics. The focus will be on acceptance, access and achievement. We will strive for acceptance through the creation of a parent friendly school environment in which parents are visible at the school each day. We will strive for access by creating a learning environment, which focuses on the importance of college and career readiness. We will focus on achievement by providing workshops for parents around how they can best support learning at home, how they can volunteer at the school, and how they can be more engaged in their child's education.

This individual will work closely with the School Culture and Climate Specialist to identify student and family needs with special attention to ensuring students come to school and are ready to learn. The Family Resource Coordinator will serve on the SPMT and the SSST team to oversee the school's improvement plan, assist in determining progress on SIG goals, and help to coordinate parental support and involvement as indicated by either team. He/she will be visible

throughout the building and will collaborate with administrators, teachers and students around developing plans for improving school/home relationships.

This individual will coordinate efforts with the Author in Residence to establish a comprehensive parent workshop model that provides parents with information about the school, resources, and centers in the community that could offer assistance and support for those in need. This person will also be trained to provide consultation support to teachers around developing positive relationships between school and home. Part of the training will include changing the parent teacher conference from the traditional 15 minutes to a collaborative conversation model that takes 30 to 40 minutes. These sessions are designed to develop relationships so teachers and parents can better plan for student success. There will also be training around student led conferences where students take on a leadership role. A room will be dedicated as a family center. Workshops for parents will be held on a monthly basis. Events that invite students and parents will be held on a monthly basis.

## **Section 7: Operations**

***Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.***

The proposed schedule will maximize instructional time on task in the following ways: We want literacy to be the primary focus throughout the school day. We are establishing a K – 2 model and a grades 3 – 4 model.

### **Proposed Model Schedule for Grades K-2**

Collaborative Teacher Planning, Professional Development and Meeting Time = 60 minutes; 5 times per week

Breakfast = 5 minutes; 5 times per week

Morning meeting = 15 minutes; 5 times per week

This activity focuses on social emotional well being and personal daily goal setting while explicitly teaching our Heart Code of Pride (school wide code of conduct) = 15 minutes. Student will practice speaking and listening skills

Reading Workshop = 90 minutes; 5 times per week

- 2 Mini lessons (7-10 minutes) using mentor texts; small groups with explicit teaching, academic and domain vocabulary embedded, read-aloud and fluency practice, share and reflection by students, independent reading and conferring.

Intervention/Enrichment Period = 30 minutes; 5 times per week

- Uniform school-wide period with all teachers, paraprofessionals and tutoring staff providing specialized instruction to small groups of students. Instructional approaches will be varied based on formal and informal assessment data and information gathering during conferring sessions with students

Phonics/Spelling = 30 minutes; 5 times per week

Recess = 20 minutes; 5 times per week    Lunch = 30 minutes; 5 times per week  
Art/Music/Physical Education; Technology; Research and Publishing = 45 minutes; 5 times per week

Writing Workshop = 60 minutes; 5 times per week

- Mini lesson (10 minutes) connected with work in Reading Workshop, writing independently, conferring, small groups, performance tasks, share and reflect

Math period = 60 minutes; 5 times per week

Closing Circle = 15 minutes; 5 times per week

This activity focuses on reflection on the day, social emotional well being and goal setting for the next day while explicitly teaching our Heart Code of Pride (school wide code of conduct) = 15 minutes; opportunity for speaking and listening skills.

Student Day = 410 minutes/6.75 hours / Teacher Day = 510 minutes/7.75 hours

#### Proposed Model Schedule for Grades 3 & 4

Student Day = 410 minutes/6.75 hours / Teacher Day = 510 minutes/7.75 hours

Collaborative Teacher Planning, Professional Development and Meeting Time = 60 minutes; 5 times per week

Breakfast = 5 minutes; 5 times per week

Morning meeting = 15 minutes; 5 times per week

This activity focuses on social emotional well being and personal daily goal setting while explicitly teaching our Heart Code of Pride (school wide code of conduct) = 15 minutes

Reading Workshop = 60 minutes; 5 times per week; 1 mini lesson (10 minutes), academic and domain vocabulary, language development, independent reading (40-50 min) conferring, responding and sharing (5-10 minutes)

Core/Literature Circles/Power Strategy Groups = 45 minutes; 5 times per week  
Opportunities for speaking and listening skill development.

Small Group Instruction = 30 minutes; 5 times per week

Intervention/Enrichment Period = 30 minutes; 5 times per week

- Uniform school-wide period with all teachers, paraprofessionals and tutoring staff providing specialized instruction to small groups of students. Instructional approaches will be varied based on formal and informal assessment data and information gathering during conferring sessions with students

Recess = 20 minutes; 5 times per week / Lunch = 30 minutes; 5 times per week  
Art/Music/Physical Education; Technology; Research; Publishing = 45 minutes; 5 times per week

Writing Workshop = 60 minutes; 5 times per week

- Mini lesson (10 minutes) connected with work in Reading Workshop, writing independently, conferring, small groups, select performance tasks, share and reflection by students.

Math period = 60 minutes; 5 times per week

Closing Circle = 10 minutes; 5 times per week

This activity focuses on reflection on the day, social emotional well being and goal setting for the next day while explicitly teaching our Heart Code of Pride (school wide code of conduct) = 15 minutes; opportunities for speaking and listening skill development.

During the day and After-School Tutoring and support will be provided by Super Tutors and the Solar Youth Program, and tutors from Southern Connecticut State University and Dwight Hall at Yale. With the creation of the Publishing House, coordinated by the Publisher in Residence, students and staff will use the library space as a new hub for our Authors Academy. Students will be given group and individualized opportunities to work with the Publisher in Residence as they gain skills in accessing, interpreting, and applying research through project-based learning. The focus will be to implement a Depth of Understanding (DOK) platform within the center as the model from which classrooms can develop their environmental focus. Students and staff will collaboratively create published finished products in various multi-media formats for a wide variety of audiences using technology.

***Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.***

In addition to the New Haven Public School Calendar, the school day and year of teachers, certified staff and students in the turnaround school will change in the following manner. As a result of this change, it is anticipated that student learning time will increase because teachers will be collaborating before school and preps do not need to be coordinated so students will have more instructional time during the school day.

- a) The length of student instructional days will remain the same; other than to accommodate unusual or exceptional circumstances.
- b) Teacher work day: will be extended to 7.75 hours
- c) Teacher work day: on a PD Day up to 8.5 hours
- d) Number of student school days: 182 days
- e) Number of teacher workdays: up to 192 days (5 days for the PD Summer Institute; up to 3 days prior to the beginning of the school year and up to 2 days for PD on Reflection and Planning for the next school year)

In addition to the New Haven Public School Calendar, teachers and certified staff in the turnaround school will:

- a) In Year 1, participate in 5 days of professional development prior to school, up to 3 days prior to the beginning of the school year for teachers; and up to 2 days for PD on Reflection and Planning for the next school year. In second year and subsequent years all new teachers and new certified staff to the school will be required to participate in 5 days of PD prior to school

- b) In Year 2 and beyond current teachers and certified staff will participate in 5 days of professional development prior to school
- c) Attend 2 full day staff development events during the school year as scheduled by the administrator
- d) Attend 2 full days of reflection at the end of the school year which results in planning and preparation for the upcoming school year
- e) Participate in daily (Monday-Thursday) professional development up to 1 hr before or after-school that will include but not limited to data teams, grade level meetings, meetings with administrators, school-wide committee meetings, RTI/SRBI meetings, etc.
- f) Participate in training in and implement with fidelity, PBIS, the school-wide systematic approach/positive student behavior program that supports student social emotional learning
- g) Contribute positively and constructively to regular professional observations of and meetings focused on students' learning, student performance and how to improve instructional practice
- h) Contribute positively and constructively to formal teacher evaluations
- i) Adopt an approach of constant reflection and self-improvement in instructional and classroom practice, planning and preparation and professional values as indicated in the NHPS TEVAL rubric

### **Section 8: Stakeholder Engagement**

Staff participated in four informational and input gathering sessions on the School Improvement Grant over a three-week period. The staff recognized the school's low student achievement and poor culture and climate; however, failed to recognize the root causes or identify strategies for improvement. Their perceived root causes are the five changes in leadership that have taken place since 1995 and the students' high social and emotional needs and poor socio-economic status.

Parents were invited to two informational and input gathering sessions on the School Improvement Grant. Parents were given an opportunity to share and discuss the school's significant areas of growth. The parent focus group overwhelmingly identified the need for Family Coordinator and Family Resource Room. They also discussed the school's need for a Safe Culture and Climate Specialist along with protocols and strategies for de-escalation.

### **Section 9: Implementation Timeline: Attached.**

## APPENDIX A: ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

SIG school progress will be measured against the leading and lagging indicators identified in the below chart. Under the "Baseline and Historic Data" columns, please enter school data for each of the past three years. Please note that "Performance Targets" are subject to approval by the CSDE.

Performance Indicators	Baseline and Historic Data			Performance Targets		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Student enrollment	273	227	224	287	287	287
Number of minutes in the school year (182 days x 6.5hours=1183 hours per year; 70980 minutes in the school year for students)	70980	70980	70980	74620	74620	74620
Average daily attendance rate	95.5	94.0	91.9	95	96	97
Chronic absenteeism rate	10.3	16.1	39 (Q2)	37	35	33
Number of in-school suspensions	n/a	3	2	1	0	0
Number of out-of-school suspensions	43	88	51 (Q2)	51	46	41
Number of expulsions	0	1	0	0	0	0
Dropout rate	n/a	n/a	n/a	n/a	n/a	n/a
School Performance Index (SPI)	54.4	53	53	53	56	59
Percent at/above goal in Reading CMT - Grade 3	30.4	33.3	n/a			
Percent at/above goal in Reading CMT - Grade 4	17.4	28.6	n/a			



Performance Indicators	Baseline and Historic Data			Performance Targets		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent at/above goal in Reading CMT - Grade 5	36.0	29.4	n/a			
Percent at/above goal in Reading CMT - Grade 6	40.0	52.9	n/a			
Percent at/above goal in Reading CMT - Grade 7	55.6	63.6	n/a			
Percent at/above goal in Reading CMT - Grade 8	52.6	66.7	n/a			
Percent at/above goal in Reading CAPT - Grade 10						
Percent at/above goal in Math CMT - Grade 3	37.5	20	n/a			
Percent at/above goal in Math CMT - Grade 4	39.1	47.6	n/a			
Percent at/above goal in Math CMT - Grade 5	36.0	35.3	n/a			
Percent at/above goal in Math CMT - Grade 6	30.0	23.5	n/a			
Percent at/above goal in Math CMT - Grade 7	33.3	27.3	n/a			
Percent at/above goal in Math CMT - Grade 8	23.8	27.8	n/a			
Percent at/above goal in Math CAPT - Grade 10	n/a	n/a	n/a			
Number of students completing advanced coursework (e.g., AP, IB), early-college high schools, or dual enrollment classes (HS only)	n/a	n/a	n/a	n/a	n/a	n/a
Teacher attendance rate	96	91	93	95	97	99

Performance Indicators	Baseline and Historic Data			Performance Targets		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of teachers rated "Exemplary" as a proportion of the total numbers of teachers employed at the school (This data represents both exemplary and strong ratings as indicated by the NHPS TEVAL rubric.)	27	12	28	35	50	75
Percent of teachers rated "Proficient" as a proportion of the total numbers of teachers employed at the school (This data represents "effective" ratings as indicated by the NHPS TEVAL rubric.)	40	59	17	25	15	11
Percent of teachers rated "Developing" as a proportion of the total numbers of teachers employed at the school	27	18	44	34	24	14
Percent of teachers rated "Below Standard" as a proportion of the total numbers of teachers employed at the school (This data represents "needs improvement" ratings as indicated by the NHPS TEVAL rubric.)	0	.06	11	6	1	0